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VALENTINE'S CONFERENCE

february 25-27, 1983

EMMITSBURG, MD.

FINAL REPORT

STATE DIRECTORS OF FIRE SERVICE TRAINING

VALENTINE II CONFERENCE

EMMITSBURG, MD

FEBRUARY 25 to 27, 1983

An exchange of ideas, information and recommendations for working together between the State Directors of Fire Service Training and the National Fire Academy, Federal Emergency Management Agency.

1. PURPOSE OF THE CONFERENCE

The third in a series of formal meetings between the Directors of State Fire Training Programs and the National Fire Academy, Federal Emergency Management Agency took place on the Emmitsburg campus of the National Fire Academy from February 25th through 27th, 1983. The first such meeting took place in Atlanta, Georgia from October 4th through 7th, 1976. The second meeting occurred at the National Fire Academy from February 15th through 17th, 1980, and was named the Valentine Conference. The 1983 Conference was also held in February and it is being called "Valentine II".

The 1983 Conference, in addition to providing an open forum and interface with the leadership and staff of the National Fire Academy, was designed to address a number of specific issues on which the National Fire Academy was seeking input from the state level fire training agencies.

Prior to the Conference, a task group of Directors of State Fire Training Programs met to address specifically how National Fire Academy curriculum offerings should relate to the National Professional Qualifications System for the fire service. The report of this task group was central to discussions, and is contained in the appendices.

In order to assure maximum participation of all the attendees, the "nominal group technique" was used during the Conference. The nominal group technique is a process which includes both individual and group participation. The process is designed so that during group discussion, no one member has a dominant influence. When setting priorities or adopting recommendations, the nominal group technique can significantly reduce many of the problems experienced with other group techniques by providing an equal opportunity for each member to express his or her opinion throughout the Conference.

Each topic was covered by three (3) separate workgroups. By having three (3) groups, with a total of some thirty (30) persons successively reviewing and building upon the work of others, each issue was thoroughly explored. The process was much like building a house. The first group considering a topic "established a foundation". The second group "filled in the framework" with more details and concerns. The third group "did the finish work" of refining the issues and making final recommendations for consideration by the full Conference.

The International Society of Fire Service Instructors was assigned the primary responsibility for conducting the Conference with assistance by the National Fire Academy staff.

Participation in the Conference was restricted to the invited State Directors of Fire Training or their designees. Forty-eight (48) individuals representing State Fire Training Systems participated in the Conference.

CONFERENCE OVERVIEW

The Valentine II Conference officially was called to order at 8:00 a.m. on Friday, February 25th by Wayne Powell of the Field Program Division, who moderated an impressive and colorful opening ceremony. The colors were presented by the color guard of the Baltimore County (MD) Fire Department, followed by the National Anthem.

Welcome to the campus and opening remarks were presented by The Honorable Fred J. Villella, Associate Director of Training and Education Programs for FEMA. His spirited and candid remarks were a most appropriate opening for what was to be a very intense Conference.

Joseph L. Donovan, Superintendent of the National Fire Academy, provided the charge for the Conference. The charge had special meaning in that Superintendent Donovan was Director of the Massachusetts Firefighting Academy prior to his appointment as Superintendent of the National Fire Academy.

Providing an overview of the Academy operations and activities were Gerry N. Bassett, Supervisor of the Materials Development Division; Anne Currier, Acting Deputy Superintendent of the Resident Program Division; and J. Faherty Casey, Deputy Superintendent of the Field Program Division.

Following the morning break, all State Directors attended the Graduation Exercises of classes who were completing Academy courses.

Following graduation came an in-depth explanation of the Integrated Emergency Management System (IEMS), and a report of the pre-Conference task group on the National Professional Qualifications System.

Concluding the morning session, Ed McCormack, Executive Director of ISFSI, provided a working explanation of the nominal group technique which would be used throughout the Conference.

The nominal group technique workshops began at 1:00 p.m. on Friday. The participants were divided into five workgroups which addressed the following five topics:

* Federal Emergency Management Agency's Training and Education Programs and State Fire Service Training Systems: Roles and Relationships

* The National Professional Qualifications System: Impact on Course Development and Delivery

* Resource Exchange: The Federal/State Relationship

* The Integrated Emergency Management System: Implications of Cooperative Emergency Services Training

* The National Fire Academy and State Training Systems: Strengthening the Partnership

First session reports were made at 3:00 p.m., and the second round of discussions began at 3:30 p.m. Because of the intensity of the second round discussions, the second reports were rendered after dinner at 7:30 p.m.

At 8:30 p.m., State Directors assembled with the Field Programs Coordinators in regional groups.

Each group discussed: (1) Academy Field Course Delivery and State Fire Training Sponsorship - Issues/Procedures and (2) Education and Training Resource Exchange.

First day activities concluded at 10:00 p.m.

Saturday started with the third, and last nominal group technique workgroup's meeting at 8:30 a.m. Reports were made at 10:45 a.m., and the establishing of workgroup priorities was completed by noon.

After lunch, results of the priority setting were presented to National Fire Academy Superintendent Joseph L. Donovan for consideration and response during the summary session on Sunday.

Saturday afternoon, the State Directors toured National Fire Academy facilities, including the Fire Protection Systems Lab, Arson Investigations Lab and Micro-computer Lab.

The final portion of Saturday afternoon was devoted to an open forum which was moderated by Lou Amabili. During this open forum, a resolution of support was passed by the assembled State Directors.

The final session on Sunday brought an overview of the United States Fire Administration's programmatic efforts for FY-83 by Acting USFA Administrator Ed Wall, and an explanation of the Academy support programs by Field Program Coordinators Wayne Powell, Ed Kaplan, John Turley, Doug Williams and Bruce Piringer.

The Conference wrap-up, in the form of Academy responses to the Conference recommendations, was presented by Superintendent Joseph L. Donovan, The Honorable Fred Villella, and Deputy Superintendent J. Faherty Casey.

3. WORKGROUP TOPICS

The following five topics were pre-selected for discussion in the nominal group technique workshops:

TOPIC I

The Federal Emergency Management Agency's Training and Education Directorate and State Fire Training Systems: Roles and Relationships.

a. What are the mutual objectives of State Fire Training Systems and FEMA Training and Education?

b. What actions(s) can FEMA initiate to enhance the working relationship with State Fire Training Systems?

c. What action(s) can states take to strengthen the partnership with FEMA Training and Education?

d. What should be the programmatic priorities of FEMA, vis-a-vis the State Fire Training Systems?

TOPIC II

The National Professional Qualifications Systems (NPQS): Impact on Training Course Development and Delivery.

a. Which professional areas and levels within the NPQS should be the primary responsibility of state systems for course development?

b. Which professional areas and levels within the NPQS should be the primary responsibility for Academy course development?

c. Which professional areas and levels should be priority for Academy development activity for the next thirty-six (36) months?

TOPIC III

Resource Exchange: The Federal/State Relationship.

a. What information and resources need to be exchanged and at what frequency?

b. How can information and resource needs be identified on an ongoing basis?

c. Should alternative delivery methods be considered, and if so, what?

d. What should be the respective roles of the states and NFA in Resource Exchange?

TOPIC IV

Implications of Cooperative Emergency Services Training.

a. What types of training can State Fire Training Systems provide for emergency services managers?

b. What types of training can State Training Systems provide to members of other (non-fire) emergency services?

c. What should be the relationship of State Fire Training Systems to other state level Emergency Service Training Systems?

d. What should be the role of State Fire Training Systems in providing comprehensive emergency management training.

TOPIC V

The National Fire Academy and State Fire Training Systems: Strengthening the Partnership.

What are suggested state and national strategies for improving:

a. The effectiveness of the NFA's Train-The-Trainer Program at the national, state and local levels.

b. The Field Programs Division/State Fire Training System shared program activities.

c. The Resident Programs Division's admissions policies and operations, vis-a-vis the State Fire Training Systems.

4. CONFERENCE RECOMMENDATIONS

As a result of the nominal group technique process, the following major issues and solutions were presented to the National Fire Academy by the State Directors of Fire Service Training:

I. NATIONAL FIRE ACADEMY CURRICULUM DEVELOPMENT

ISSUE:

As the National Fire Academy has developed a service-oriented, educational institution responsive to the nation's fire service, the need for a plan to guide the development and delivery of the NFA Resident and Field Programs has become a reality. A clearly charted path is a necessary management tool, as well as an obligation to the constituency served.

RECOMMENDATIONS:

The National Professional Qualifications System has been developed by peer groups to provide objectives for professional development in the fire service. The NFA should use the NPQ system to chart the curriculum development for Resident and Field Programs.

The National Fire Academy should develop courses or course components to meet the recommended minimum requirements for the following NPQ standards in the priority as listed:

Fire Officer III
Fire Inspector I
Fire Inspector II
Fire Instructor III
Fire Officer IV
Fire Inspector II
Fire Prevention Education Officer III
Fire Inspector III
Fire Officer V
Fire Investigator III
Fire Officer VI
Fire Instructor IV

The National Fire Academy should identify the objectives of each NPQ standard that is achieved by successful completion of courses presently delivered by the Resident and Field Programs Division.

II. NFA RESIDENT PROGRAM - ADMISSION POLICIES

ISSUE:

Although the National Fire Academy and the State Fire Training Systems are in partnership in many of the NFA roles and delivery systems, the State Fire Training Systems have no participation in the selection criteria or selection process for Resident Course admission.

RECOMMENDATIONS:

* State Fire Training Systems should be involved in developing student selection criteria for NFA courses.

* Admission policies should be consistently applied to all applicants.

* Course rosters should be provided to State Fire Training Directors for review before final selection.

* State Fire Training Systems should be involved in developing student admission policies for NFA Resident Programs. (Regional quotas, big city versus small town, volunteer representation, no show, multiple attendance, etc...).

III. EVALUATION SYSTEM FOR NATIONAL PROFESSIONAL QUALIFICATIONS

ISSUE:

Validated written examinations and training for evaluators for practical (skill) examinations are not presently available at the national level for NPQS standards.

RECOMMENDATIONS:

* The NFA should develop a resource pool of validated examination questions with the potential to generate a variety of examinations for each level of each standard.

* The NFA should develop, in cooperation with the State Fire Training Systems, a Train-The-Trainer course for evaluators.

* The Professional Qualifications Board of the Joint Council of National Fire Service Organizations should assist in identifying the objectives for the Train-The-Trainer course.

IV. COOPERATIVE EMERGENCY SERVICES TRAINING

ISSUE:

Cooperative emergency services training at the national, state and local levels presents significant problems, including role identification, communication, designation of responsibility and authority, understanding federal long- and short-term goals and establishing priorities.

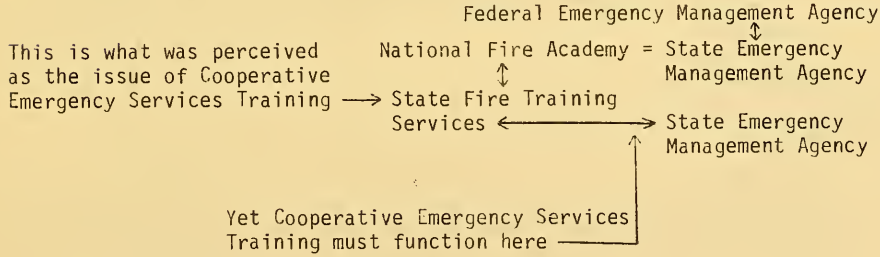
RECOMMENDATIONS:

* Formal endorsement of each individual government entity chief executive (i.e., governor-state, mayor-city, board of commissioner county, etc.), for the concept of cooperative emergency services training is a key to the success of the program.

* Ad hoc committees to provide an avenue for communication should be established for cooperative emergency services training programs. Legislation to designate the responsibility and authority for cooperative emergency services training should be explored.

* Federal support for cooperative emergency services training should be demonstrated by identifying the goals of Cooperative Emergency Services Training and establishing program priority objectives and timelines.

NOTE: There was a hesitancy of State Fire Training Directors to commit to the issue of cooperative emergency services training. Approval of the concept wasn't an issue - yet, all approved the concept. State Fire Training Directors will continue to skirt the issue as long as FEMA, at the Federal level, seeks a commitment from State Fire Training Systems without the overt support of the concept from the state level Emergency Management Systems. The states must make cooperative emergency services training a success. The states must commit to the program.



V. STATE FIRE TRAINING DIRECTORS MEETING

ISSUE:

State Fire Training Directors do not have an opportunity to meet together regularly as an entire group to discuss mutual needs and concerns.

Such meetings have agendas established by others with no time scheduled for State Fire Training Directors to have free interchange.

RECOMMENDATIONS:

* The National Fire Academy should sponsor an annual meeting of State Fire Training Directors. For many, the ability to attend such a meeting is only possible through the National Fire Academy's providing assistance and only nominal cost being incurred by the State Fire Training Systems.

* The National Fire Academy should arrange regional meetings for State Fire Training Directors and the Metropolitan Fire Chiefs.

* The National Fire Academy should conduct a needs assessment for such meetings to determine frequency and agenda topics.

IV. NEW TECHNOLOGIES

ISSUE:

Available technologies are not being used to facilitate the exchange of information between the National Fire Academy and State Fire Training Systems or between State Fire Training Systems or as a delivery system for National Fire Academy programs.

RECOMMENDATIONS:

* The National Fire Academy should establish a computer linked group teleconference network for State Fire Training Systesm. This group should include specifications for the network system software and hardware for each State Fire Training System.

* The National Fire Academy should establish a delivery system for Resident and Field Programs using video tape and up-link satellite delivery.

VII. COMMUNICATIONS

ISSUE:

Communication is the act of delivering from one to another, generally, something intangible such as news, opinions or facts. This delivery of news, opinions and facts from the National Fire Academy to the State Fire Training Directors and from Directors to the National Fire Academy and each other is a demanding issue. The preliminary solutions to several problems consistently revert to the need for increased, regular, better and quicker communication.

RECOMMENDATIONS:

* The National Fire Academy should sponsor regular (annual is inferred) meetings with State Fire Training Directors with an agenda that is mutually arranged.

* The National Fire Academy should provide a transcript system for students attending National Fire Academy Resident Courses. The information should be regularly issued to State Fire Training Directors for his/her own state.

* The National Fire Academy should use the concept of a newsletter to promote an exchange of information between State Fire Training Directors and the National Fire Academy.

* The National Fire Academy should expand the present communication networks, including the use of Field Program Division state representatives.

NOTE: The use of new technologies will aid in the transfer of information as the demand escalates.

VIII. THE RELATIONSHIP OF FEMA WITH STATE FIRE TRAINING SYSTEMS

ISSUE:

There is a void of understanding between the FEMA and its goals and the State Fire Training Systems. This lack of perception limits the ability of State Fire Training Systems to comprehend the role expectations of FEMA for both systems. The result is reluctant State Fire Training Systems interacting directly with FEMA in areas where FEMA may need the assistance of the state system to deliver training (i.e., cooperative emergency services training).

RECOMMENDATIONS:

* FEMA should provide a means of communication to and from the State Fire Training Systems. This communication could include regional FEMA seminars and exchange of mailing lists. This was in the resolution list and was agreed upon.

* The FEMA and State Fire Training Systems relationship should focus on the National Fire Academy and State Fire Training Systems' relationship and not vice-versa. This chain of command should be clearly re-established and utilized.

* FEMA should provide contracts with State Fire Training Systems to

include guidelines, policies and resources if State Fire Training Systems are, in fact, a necessary delivery system for FEMA training programs.

IX. ADJUNCT FACULTY

ISSUE:

The adjunct faculty selection process does not demonstrate professional expertise and instructional ability.

RECOMMENDATIONS:

* The National Fire Academy should involve State Fire Training Directors in establishing the selection process for adjunct faculty applicants.
* The National Fire Academy should use the assistance of State Fire Training Directors in screening adjunct faculty applicants.
* The National Fire Academy should eliminate the bidding process in determining instructors for NFA courses.
* The National Fire Academy should provide timely notification of adjunct faculty selection to State Fire Training Directors for each Field Program delivery.
* The National Fire Academy should honor the rejection by a State Fire Training Director of any adjunct faculty for a Field Program delivery.

X. TRAIN THE TRAINER

ISSUE:

The Train-The-Trainer concept is the backbone of the NFA delivery system to the majority of the nation's fire service and also serves as the program with the greatest potential to provide assistance to State Fire Training Systems. The yet unrealized potential of the Train-The-Trainer program must be a primary goal for the NFA. The State Fire Training Systems may require greater support from the NFA to achieve the full potential of the Train-The-Trainer concept.

RECOMMENDATIONS:

* The National Fire Academy should assist the State Fire Training Systems in developing the resources necessary to deliver the Train-The-Trainer programs to the end user. Recommendations include:
    1. National Fire Academy provide student manuals in quantity.
    2. National Fire Academy provide actual dollars for instructor's wage and travel.
    3. National Fire Academy provide assistance in the training and professional development of state fire training instructors.

(Alternatives are to charge fees at the state level and/or to reallocate state resources).

* The National Fire Academy should involve State Fire Training Directors in the long range planning of Train-The-Trainer courses scheduled for development and hand-off.

* The National Fire Academy should involve the State Fire Training Systems in the curriculum design and development of Train-The-Trainer Courses.

* The National Fire Academy should conduct the Train-The-Trainer hand-off courses at the regional and state level.

* The National Fire Academy should explore the use of video tape and teleconferencing for the delivering of classes to the end user.

XI. RESOURCE NETWORK

ISSUE:

Information is becoming a greater commodity. The National Fire Academy has the role of providing a clearing house for all information generated and demanded by the fire service community. This information is exhibited in many forms. Books, reports, lesson guides, audio visual materials, surveys, names of experts, recommended sources, course curriculums and an unending list are all resources that can be classified as information.

RECOMMENDATION:

* The National Fire Academy should establish a resource network to gather and disseminate fire service training information. The network should include, but not be limited to, materials produced by National Fire Academy Resident Course participants as class projects (i.e., Educational Methodology III research papers), curriculums developed by state training systems and NFA audio visuals.

XIII. NFA RESIDENT COURSE MATERIALS

ISSUE:

The course curriculum, teaching aids and student materials for the NFA Resident Courses have not been accessible for State Fire Training Systems.

RECOMMENDATIONS:

* The National Fire Academy should develop courses in modules for ease of delivery of "pieces" of courses by State Fire Training Systems.

* The National Fire Academy should establish a system for State Fire Training Systems to access the instructional packages for Resident Courses. This may include special requests or special needs.

5. RESOLUTION OF SUPPORT

America continues to burn. Annually, the material fire loss in the United States is measured in billions of dollars. Even more tragic is the annual loss, due to fire, of 8,000 Americans - men, women and children. Countless others will spend days, weeks, months and even years in pain and suffering as they recuperate from burns. The magnitude of these losses clearly indicates that unfriendly fires in America are the cause of a major social and economic problem.

WHEREAS:
The Director of the Federal Emergency Management Agency (FEMA), The Honorable Louis O. Giuffrida, is working diligently to improve this nation's emergency preparedness capabilities;

WHEREAS:
The Associate Director of FEMA Training, Education and Fire Programs, The Honorable Fred J. Villella, is working diligently to promote the community emergency response team concept and to build a cohesive, multi-agency, emergency management approach;

WHEREAS:
The Superintendent of the National Fire Academy, Joseph L. Donovan, is working diligently to advance the professional development and competency of the fire and rescue service, as well as other professionals engaged in fire prevention, protection and control activities;

WHEREAS:
The Academy is the national focal point for excellence in fire prevention and control training and through its Resident Programs provides volunteer and career fire service professionals access to significant advances in technological and management areas and also provides training to individuals in allied professions -- code enforcement, architects, city managers and administrators, and planners;

WHEREAS:
The National Fire Academy, through its Field Programs, has developed an effective program linkage with established systems which exist at the state and local levels and in doing so supports and strengthens these systems;

WHEREAS:
This nation's fire problem is being addressed, attacked and reduced through the combined efforts of national and local fire agencies; then

THEREFORE BE IT RESOLVED:
That the following State Directors of Fire Training go on record as supporting the efforts of FEMA in its efforts to reduce the costly loss of property, the needless suffering of burn victims and the tragic loss of life caused by unfriendly fires;

AND BE IT FURTHER RESOLVED:

The undersigned respectively request the Congress of this country to provide the necessary support to FEMA - USFA and the National Fire Academy as they work to forge an effective partnership that unitedly compliments and implements common goals that reduce the fire problem.

BE IT FURTHER RESOLVED:

We solicit members of the Congress to:

1. Appropriate funding and personnel adequate to achieve these common goals.

2. Instruct and cooperate with the Office of Management and Budget in the budget process to insure that adequate funding and personnel are provided to achieve common goals.

NAME	STATE	NAME	STATE
Norman D Evans	UT.	[illegible]	Ks
[illegible]	Ca	[illegible]	MT
[illegible]	Ct	Joe Thomas	VA
[illegible]	N.M.	[illegible]	O.J.?
Robert E [illegible]	AL	[illegible]	N.H
[illegible]	[illegible]	[illegible]	TX
[illegible]	[illegible]	[illegible]	OK
Herbert [illegible]	Az.?	[illegible]	Vt.
[illegible]	Wa.	Paul [illegible]	MA
[illegible]	Fla	[illegible]	Sd.?
[illegible]	LA	[illegible]	NC
[illegible] K. Allen	Mich	[illegible]	MO
John H. [illegible]	Md.	[illegible]	Ct
[illegible]	[illegible]	[illegible]	IL
[illegible]	[illegible]	[illegible]	IA?
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

NAME	STATE	NAME	STATE

Adopted the 27th day of February, 1983, by the State Directors of Fire Training.

APPENDICES

A-1 Pre-Conference Task Group Report

A-2 Conference Agenda

A-3 Conference Participants

A-4 Workgroup Process

A-5 Conference Priorities

NATIONAL EMERGENCY TRAINING CENTER

NATIONAL FIRE ACADEMY

NATIONAL PROFESSIONAL QUALIFICATIONS SYSTEM

February 23-24, 1983

Emmitsburg, Maryland

The campus of the National Fire Academy in Emmitsburg, Maryland was the setting of an intense, two-day meeting of ten (10) Directors of State Fire Programs on February 23rd and 24th, 1983. Those assembled constituted a Task Force organized by the National Fire Academy to provide advice and counsel in the area of program development priorities for the next thirty-six (36) to sixty (60) months.

Members of the Task Force included:

- John Ayers
  New Hampshire Fire Standards and Training Commission
  Representing Barry Bush

- Gordon Evans, Director
  State Fire Service Training
  Utah Technical College at Provo

- Thomas Hebert, Department Head
  LSU Fireman Training Program
  Louisiana State University

- John W. Hoglund, Director
  Maryland Fire & Rescue Institute
  University of Maryland

- Joseph N. McDonagh, Director
  South Carolina Fire Academy

- Keith Royer, Supervisor
  Iowa State University

- Wayne Sandford, Director
  Fire Training and Education
  Connecticut Commission on Fire Prevention and Control

- Fred C. Stark, Bureau Chief
  Florida Fire Standards and Training

- Dave Stephan, Director
  Oregon Fire Standards and Accreditation Board

- Nancy Trench, Supervisor
  Fire Service Training
  Oklahoma State University

Edward H. McCormack, Jr., Executive Director of the International Society of Fire Service Instructors, was appointed as Facilitator for the two-day session, and Martin Grimes, Vice President of NFPA and Secretary to the National Professional Qualifications Board was the Task Force Advisor.

The National Fire Academy has supported the professional standards series - so it was no surprise that the two days of analysis were centered around the National Professional Qualification Standards 1001, 1002, 1003, 1021, 1031, and 1041.

Academy Superintendent Joe Donovan welcomed the Task Force on Wednesday morning and Jim Casey, Deputy Superintendent for Field Programs, delivered the charge to the Task Force to develop responses to the following statements:

- Should the National Professional Qualifications System (NPQS) be used to chart Academy curriculum development objectives?

- If not, what should be used?

- If NPQS is recommended:

  * Identify professional areas and levels within the NPQS that should be the primary responsibility of state systems for course development;

  * Identify professional areas and levels within the NPQS that should be the primary responsibility for Academy course development;

  * Identify the professional areas and levels which should be priority for Academy development activity for the next thirty-six (36) months.

  * Within the priority areas, identify sub-elements that should be addressed.

To provide current information on programs and certification activities, each attendee was asked to explain current policies and practices to his or her state.

Martin Grimes, Secretary of the National Professional Qualifications Board, presented the attendees with a comprehensive review of how the system was established, how the standards were developed, and how the actual certification process was established. He explained the five (5) year cycle of review that a standard must undergo. Martin also mentioned that some consideration will need to be given in the future to having the system apply to other than uniformed fire service personnel.

With copies of 1001, 1002, 1003, 1021, 1031, and 1041 Standards and a flow chart of the National Professional Qualifications System, work began in earnest.

IN RESPONSE TO THE FIRST QUESTION RAISED IN THE OFFICIAL CHARGE IT WAS UNANIMOUSLY STATED THAT THE NPQ SYSTEM HAS BEEN DEVELOPED BY PEER GROUPS TO PROVIDE OBJECTIVES FOR PROFESSIONAL DEVELOPMENT IN THE FIRE SERVICE. THE TASK FORCE UNANIMOUSLY RECOMMENDS THAT THE NPQ SYSTEM SHOULD BE USED TO CHART THE NATIONAL FIRE ACADEMY CURRICULUM DEVELOPMENT OBJECTIVES.

IT THUS FOLLOWS THAT THE NFA SHOULD, FOR FIRE SERVICE PERSONNEL, MAKE ITS RESIDENT AND FIELD PROGRAMS COMPATIBLE WITH WHAT IS NOW BEING EXTENSIVELY USED AT THE STATE AND LOCAL LEVEL.

The next question "If not, what should be used" became moot at this time. However, the Task Force deleted the "if not" and responded as follows:

WHERE OTHER DISCIPLINES AND RELATED PROFESSIONALS NEED COURSES FROM THE NFA ON FIRE RELATED SUBJECTS, THESE NEED NOT PARALLEI THE NPQ SYSTEM BUT SHOULD NOT CONFLICT WITH ITS DOCTRINES AND FUNDAMENTAL PRINCIPLES.

The next question to be addressed was "What programs should State Fire Training and Education Systems have primary development responsibility for". Discussion soon revealed that this question was directly inter-related to the next question which was "What programs should the NFA have primary development responsibility for", so both questions were actually addressed simultaneously.

If the human, financial, technical and material resources were equal in all states, a clean and decisive needs assessment and resultant recommendations for dealing with all states could be established. However, with the diversity of available resources and operations that existed within the states of the ten (10) task group representatives, it was vividly evident that each of the fifty (50) states has separate and identifiable needs and is looking for the NFA to fulfill vastly differing materials and resource voids.

Clarification, as a result of the discussion, once again focused on the charge to identify which programs State Fire Training and Education Systems should be responsible for developing, as well as those which should be developed by the National Fire Academy.

THUS, IT WAS DETERMINED THAT STATE FIRE TRAINING AND EDUCATION SYSTEMS SHOULD HAVE PRIMARY RESPONSIBILITY FOR COURSE DEVELOPMENT FOR THE FOLLOWING STANDARDS AND LEVELS:

FIREFIGHTER I

FIREFIGHTER II

FIREFIGHTER III

FIRE APPARATUS DRIVER/OPERATOR

AIRPORT FIREFIGHTER

However, the National Fire Academy should make available curriculum packages for the previously listed standards to aid local and state entities that need assistance in implementing these programs. These packages need not be developed in-house by the National Fire Academy.

The Task Force recommends that the NFA should use as resources those packages already developed and implemented in various states. The Task Force further recommends that the priority for making these packages available be:

1. Firefighter III
2. Firefighter II
3. Fire Apparatus Driver/Operator
4. Airport Firefighter

State Fire Training and Education Systems, as well as state institutions of higher learning should have primary development responsibility for the following standards and levels:

1. Fire Instructor I
2. Fire Instructor II
3. Fire Officer I
4. Fire Officer II
5. Fire Prevention Education Officer II

To fulfill the needs of the above standards, the National Fire Academy should correlate and refine existing courses in these areas for general availability.

Full use should likewise be made of courses already developed by the National Fire Academy for these standards and levels.

It can therefore best be visualized that program development for those standards below the solid line on the attached chart is the primary responsibility of State Fire Training and Education Systems, while those above the line are the primary responsibility of the National Fire Academy.

The National Fire Academy, through its Resident and Field Program divisions, should have primary responsibility for development of areas and levels of the professional standards as follows:

Fire Officer III
Fire Officer IV
Fire Officer V
Fire Officer VI
Fire Instructor III
Fire Instructor IV
Fire Prevention Education Officer III
Fire Inspector I
Fire Inspector II
Fire Inspector III
Fire Investigator II
Fire Investigator III

At this point it was necessary to implement an individual voting system to first establish individual priorities and eventually group consensus. Each attendee was allocated 100 points to distribute in increments of ten (10).

Thus, the Task Force recommends the development of courses or course components to meet the recommended minimum requirements for the following standards in the following priority:

STANDARD	POINTS
Fire Officer III	250
Fire Inspector I	240
Fire Inspector II	140
Fire Instructor III	80
Fire Officer IV	70
Fire Inspector II	60

STANDARD	POINTS
Fire Prevention Education Officer III	60
Fire Inspector III	20
Fire Officer V	20
Fire Investigator III	10
Fire Officer VI	10
Fire Instructor IV	0

It is understood that NFA course development will impact on both Resident and Field Program courses. The Task Force does not consider that courses for such standards need be complete for one level only, and the possibility of serving, in part, other levels should not be ruled out.

In addition, essential course and/or student prerequisites should be identified for successful student participation. Where the analysis indicates a total absence of adequate prerequisite courses, the NFA should explore means of filling such omissions.

In furthering the charge it was necessary to examine the components of the fire officer priority standards.

OFFICER III	POINTS
Water Supply Systems Analysis and Fire Protection	200
Fire Protection Administration	180
Major Emergency Planning	170
Fire Protection Systems and Alarm Systems	140
Personnel Management	140
Public Relations	60
General Physics	30
Public Speaking	20
English	10
Sociology	10

In the discussion that preceded voting on Fire Inspector I, four (4) of the ten (10) participants felt the entire course needed to be developed as a package or portions of the course in an order acceptable to the program developers to the NFA. The four (4) were allowed to cast their entire block of 100 voted for development of the entire program at once.

Votes of the remaining six (6) participants is as follows:

FIRE INSPECTOR I	POINTS
Development of Entire Program	400
Safety to Life	110
Fire Protection Equipment	90
Fire Cause Determination	70
Heating and Cooking Equipment	60
Principles of Electricity	60
General Fire Safety	40
Code Enforcement Procedures	40
Other Hazardous Materials	40
Flammable and Combustible Liquids	30
Compressed and Liquefied Gases	20
Explosives, Including Fireworks	10
INVESTIGATOR II	
Legal	210
Fire Scene Examination	200
Evidence Collection	140
General	110
Records, Reports and Documents	90
Other Agencies	80

INVESTIGATOR II (cont)

	POINTS
Courtroom	80
Photography	50
Candidate Requirements	0

INSTRUCTOR III

Evaluation	350
Development of Materials	285
Occupational Analysis	215
Training Records and Reports	125
General	50

FIRE OFFICER IV

Organization and Management	290
Public Finance - Budgeting	290
Public Relations	160
Safety Practices	110
Industrial Fire Protection	90
Fire Suppression and Detection Systems	50

The top five (5) priority areas within each of the identified priority standards were at this point listed and numbered.

The participants were then given the assignment of selecting the ten (10) which would be of greatest value to their state program. Once the ten (10) were selected, each participant was given 100 additional points to spend in increments of ten (10).

The Task Force priorities established in this final cut are as follows:

	POINTS
Fire Protection Administration (FO III)	130
Personnel Management (FO III)	80
Public Finance - Budgeting (FO IV)	80
Water Supply Systems Analysis and Fire Protection Hydraulics (FO III)	75
Safety to Life (INSP. I)	70
Organization and Management (FO IV)	70

It should be noted that none of the elements of Fire Investigator II or III were included in the final refinement.

While there were several points which surfaced during the discussion periods which require amplification, the need for an immediate analysis of which National Professional Qualification Standards all USFA courses meet, is urgently needed. State certification agencies need this information to evaluate which levels of proficiency students who have attended NFA courses are eligible to be certified.

Such an analysis would also allow State Fire Training and Education Systems to determine what course materials are available at the National Fire Academy for use by them in developing programs to meet the professional standards.

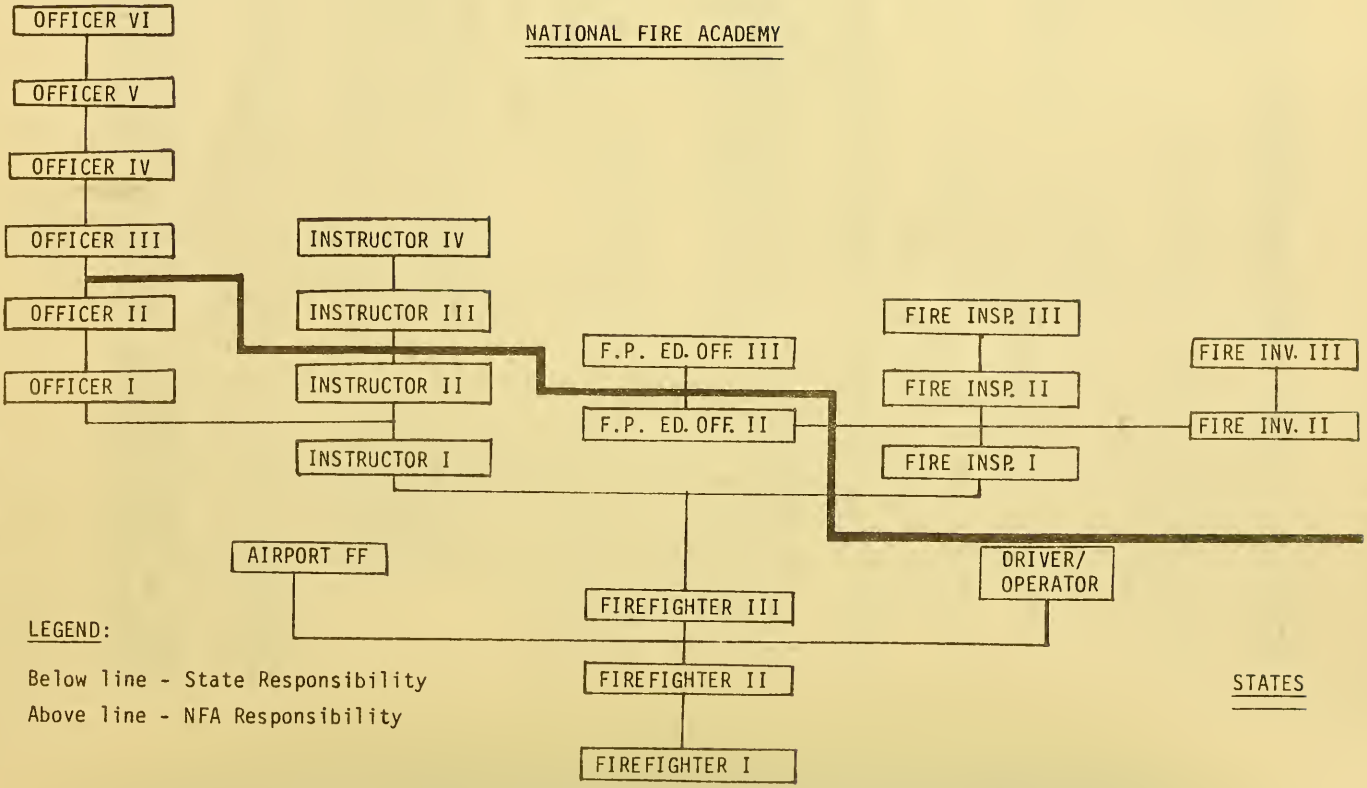
The Task Force statement on this issue is as follows:

> It is important at this time to realign the courses currently delivered by the Resident and Field Programs of the National Fire Academy to clearly identify the minimum objectives of each standard National Professional Qualification System that is achieved with successful completion of each NFA course. The NPQS Task Force recommends that the National Fire Academy utilize the Pro Board and/or other expertise to accomplish this task.

The analysis process of which program materials meet which standards should be extended to include all programs of all state agencies, institutions of higher education offering fire or fire-related courses and the current and future offerings of the Open University System.

Task Force members throughout the two-day process recognized the need for a greater involvement and commitment contribution on the part of the state training agencies in order to build a totally effective national system.

NATIONAL PROFESSIONAL QUALIFICATIONS SYSTEM CHART



NATIONAL EMERGENCY TRAINING CENTER

NATIONAL FIRE ACADEMY

VALENTINE II CONFERENCE

EMMITSBURG, MARYLAND

FEBRUARY 25-27, 1983

Friday		Location
8:00 a.m.	CONFERENCE CONVENES Wayne Powell, Moderator	J Building Auditorium
	OPENING ADDRESS The Honorable Fred J. Villella Associate Director Training and Fire Programs	
	Superintendent Joseph L. Donovan National Fire Academy	
	ACADEMY OVERVIEW Materials Development Division Gerry N. Bassett, Supervisor	
	Resident Programs Division Anne Currier, Acting Deputy Superintendent	
	Field Programs Division J. Faherty Casey, Deputy Superintendent	
9:45 a.m.	BREAK	J 120
10:00 a.m.	ACADEMY GRADUATION CEREMONIES	Auditorium
	INTEGRATED EMERGENCY MANAGEMENT SYSTEMS Speaker: Lee Thomas Executive Deputy Director, FEMA	

Friday		Location
	NATIONAL PROFESSIONAL QUALIFICATIONS SYSTEM OVERVIEW: NOMINAL GROUP PROCESS Edward H. McCormack, Jr., Executive Director International Society of Fire Service Instructors	
	CONFERENCE PHOTOGRAPH	H Building Steps
12 Noon	LUNCH	Dining Hall
1:00 p.m.	NOMINAL GROUP PROCESS First Session	J Building Assigned Rooms

TOPICS

Federal Emergency Management Agency Training and Education and State Fire Service Training System: Roles and Relationship

National Professional Qualifications System: Impact on Course Development and Delivery

Resource Exchange: Federal/State Relationship

Integrated Emergency Management Systems: Implications of Cooperative Emergency Services Training

The National Fire Academy and State Training Systems: Strengthening the Partnership

3:00 p.m.	FIRST SESSION REPORTS	Auditorium
3:15 p.n.	BREAK	Foyer
3:30 p.m.	NOMINAL GROUP PROCESS Second Session	J Building Assigned Rooms
5:00 p.m.	SECOND SESSION REPORTS	Auditorium
6:00 p.m.	DINNER	Dining Hall
7:30 p.m.	REGIONAL DISCUSSION GROUPS	

TOPICS

Academy Field Course Delivery and State Fire Training Sponsorship - Issues/Procedures

Education and Training Resource Exchange

Open Discussion

Region	Field Program Coordinator	Discussion Room
I, II, III	Douglas R. Williams	J 103
IV, V	John D. Turley	J 111
VI, VII	Bruce Piringer	J 105
VIII	Edward J. Kaplan	J 101
IX, X	R. Wayne Powell	J 107

Saturday

8:30 a.m.	NOMINAL GROUP PROCESS CONTINUES Third Session	J Building Assigned Rooms
	THIRD SESSION REPORTS	Auditorium
10:00 a.m.	BREAK	Foyer
11:45 a.m.	LUNCH	Dining Hall
12:45 p.m.	TOUR OF NFA EDUCATIONAL FACILITIES Fire Protection Systems Lab Arson Investigation Lab Microcomputer Lab	
1:45 p.m.	STATE DIRECTORS' OPEN FORUM Director Louis Amabili (DE) Moderator	Auditorium
2:45 p.m.	BREAK	Foyer
3:00 p.m.	DIRECTORS' OPEN FORUM (cont.) United States Fire Administration Ed Wall, Chairman, USFA	
6:00 p.m.	RECEPTION AND DINNER	Dining Hall

Sunday

9:00 a.m.	ACADEMY SUPPORT PROGRAMS: AN OPPORTUNITY Wayne Powell John Turley Ed Kaplan Doug Williams Bruce Piringer ACADEMY RESPONSE TO CONFERENCE RECOMMENDATIONS	J Building Auditorium
12:00 noon	LUNCH	Dining Hall

VALENTINE II CONFERENCE PARTICIPANTS

ALABAMA -	Mr. Robert Hagler, Director Alabama State Fire College Shelton State Community College 2015 McFarland Avenue East Tuscaloosa, AL 35405
ALASKA -	Mr. William Hagevig, Supervisor Fire Service Training Adult & Continuing Education Pouch F, State Office Building Juneau, AK 99811
ARIZONA -	Mr. Herb Hoey Director of Fire Training Division of Emergency Services 5636 East McDowell Road Phoenix, AZ 85008
ARKANSAS -	Absent
CALIFORNIA -	Mr. Edward Bent Fire Service Training & Education 7171 Bowling Drive, Suite 500 Sacramento, CA 95823
COLORADO -	Mr. Joe Lewand, Manager Fire Service Training 12600 West 6th Avenue Golden, CO 80401
CONNECTICUT -	Mr. Wayne E. Sandford, Director Fire Training and Education Commission on Fire Prevention and Control 294 Colony Street Meriden, CT 06450
DELAWARE -	Mr. Louis J. Amabili, Director Delaware State Fire School RD #2, Box 166 Dover, DE 19901

FLORIDA -

Mr. Fred C. Stark, Bureau Chief
Fire Standards and Training
1501 South West Broadway
Ocala, FL 32670

GEORGIA -

Mr. Harold G. Thompson, Superintendent
Georgia Fire Academy
1112 Clay Street
Marietta, GA 30060

HAWAII -

Battalion Chief Abel Fraga
Honolulu Fire Department
1455 South Beretania Street, Room 313
Honolulu, HI 96814

IDAHO -

Mr. Tom Tyree, Director
Fire Service Training
C.S.I. Vo-Tech Center
P.O. Box 1238
Twin Falls, ID 83301

ILLINOIS -

Mr. Gerald Monigold, Director
Fire Service Institute
University of Illinois
301 South Wright Street
Champaign, IL 61820

INDIANA -

L. Norman Crocker
502 State Office Building
100 North Senate Street
Indianapolis, IN 46204

IOWA -

Mr. Keith Royer, Supervisor
Fire Service Extension
Iowa State University
Ames, IA 50011

KANSAS -

Mr. Glen Boughton
Fire Service Training
Division of Continuing Education
University of Kansas
645 New Hampshire Avenue
Lawrence, KS 60045

KENTUCKY -

Mr. Charles Shaw
Public Service Occupations Unit
Kentucky Department of Education
21st Floor, Capital Plaza Tower
Frankfort, KY 40601

LOUISIANA -

Mr. Thomas Hebert, Department Head
LSU Fireman Training Program
Pleasant Hall
Louisiana State University
Baton Rouge, LA 70803

MAINE -

Mr. Stephen D. Willis, Consultant
Fire Service Training
Bureau of Vocational Education
Department of Education and Cultural Services
Station #23
Augusta, ME 04330

MARYLAND -

Mr. John W. Hoglund, Director
Maryland Fire & Rescue Institute
Fire Service Building
University of Maryland
College Park, MD 20742

MASSACHUSETTS -

Mr. Paul Anderson
Massachusetts Firefighting Academy
59 Horse Pond Road
Sudbury, MA 01776

MICHIGAN -

Mr. Phillip Alber, Executive Secretary
Michigan Firefighter's Training Council
7150 Harris Drive
Lansing, MI 48913

MINNESOTA -

Ms. Sharon Grossbach, Manager
Adult Vocational Section
Minnesota Department of Education
529 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

MISSISSIPPI -

Mr. Bill Warren
Mississippi Fire Academy
Route 10, Box 295
Jackson, MS 39208

MISSOURI -

Mr. Bill Westhoff, Jr., Director
Missouri Fire & Rescue Training Institute
1001 Ashland Gravel Road
Columbia, MO 65201

MONTANA -

Mr. Sheldon Weedon, Director
Montana Fire Services Training School
2100 16th Avenue South
Great Falls, MT 59405

NEBRASKA -

Mr. Wayne McLaughlin, Director
Nebraska Fire Service
3721 West Cuming
Lincoln, NE 68524-1896

NEVADA -

Mr. Larry Stevens, Deputy State Fire Marshal
Fire Service Training Section
State Fire Marshal Division
Capitol Complex
Carson City, NV 89710

NEW HAMPSHIRE -

Mr. John Ayers, Instructor
New Hampshire Fire Standards and
Training Commission
18 Low Avenue
Concord, NH 03301

NEW JERSEY -

Mr. August Brummer, Director
New Jersey State Fire College
New Jersey State Safety Council
50 Park Place, Suite 820
Newark, NJ 07102

NEW MEXICO -

Mr. Bob Baca
New Mexico State Fire Marshal's Office
P.O. Drawer 1269
Santa Fe, NM 87501

NEW YORK -

Mr. Renzy Hanshaw
Office of Fire Prevention and Control
New York State Department of Fire
162 Washington Avenue
Albany, NY 12231

NORTH CAROLINA -

Mr. Ken Farmer, Executive Director
North Carolina Fire Commission
116 West Jones Street
P.O. Box 27687
Raleigh, NC 27687

NORTH DAKOTA -

Mr. Donald Gilman, Executive Secretary
North Dakota Fireman's Association
176 First Avenue, North East
Beach, ND 58621

OHIO -

Mr. A. Gregory Drew, Superintendent
Ohio Fire Academy
Ohio Division of State Fire Marshal
8895 East Main Street
Reynoldsburg, OH 43068

OKLAHOMA -

Ms. Nancy Trench, Supervisor
Fire Service Training
Fire Building
Oklahoma State University
Stillwater, OK 74078

OREGON -

Mr. Dave Stephan, Director
Fire Standards and Accreditation Board
3000 Market Street, North East, Suite 258
Salem, OR 97310

PENNSYLVANIA -

Mr. Robert C. Grening, Administrator
Pennsylvania State Fire School
Office of Fire Safety Services
Pennsylvania Emergency Management Agency
P.O. Box 631
Lewistown, PA 17044

RHODE ISLAND -

Mr. Ronald S. Jones, Coordinator
Fire Science & Fire Service Training
Community College of Rhode Island
25 Althea Drive
Cranston, RI 02920

SOUTH CAROLINA -

Mr. Joseph McDonagh, Director
South Carolina Fire Academy
Illinois Avenue
West Columbia, SC 21969

SOUTH DAKOTA -

Mr. Thomas Sanborn, Coordinator
Fire Service Training
118 West Capitol
Pierre, SD 57501-2080

TENNESSEE -

Mr. Wallace Burke, Superintendent
Tennessee State Fire School
1303 Old Fort Parkway
Murfreesboro, TN 37130

TEXAS -

Mr. Charles Page
Fire Protection Training
Texas Engineering Extension Service
Texas A & M University
FE Drawer K
College Station, TX 77843

UTAH -

Mr. Gordon D. Evans, Director
State Fire Service Training
Utah Technical College at Provo
P.O. Box 1609
Provo, UT 84601

VERMONT -

Mr. Bruce McClure
Fire Service Training Program
Box 53
Pittsford, VT 05763

VIRGINIA -

Mr. Joe Thomas
Department of Fire Programs
Commonwealth of Virginia
2720 Enterprise Parkway, Suite 106
Richmond, VA 23229

WASHINGTON -

Mr. Edward Prendergast, Director
Fire Service Training
Commission for Vocational Education
Airdustrial Park
Building 17, Mail Stop LS-10
Olympia, WA 98504

WEST VIRGINIA -	Mr. Everett Perkins, Program Leader Fire Service Extension West Virginia University 313 Knapp Hall Morgantown, WV 26506
WISCONSIN -	Mr. Robert Sklander 2614 East Grange Cudahy, WI 53110
WYOMING -	Absent

WORKGROUP PROCESS

The Nominal Group Technique (NGT) is a structured group meeting process which provides assistance in overcoming commonly encountered barriers occurring whenever groups face the task of defining problems and exploring solutions.

The NGT overcomes a number of critical problems typical of interactive groups, provides increased attention to each idea, and increased opportunity for each individual to assure that his or her ideas are part of the group's frame of reference.

The four steps of the nominal (silent and independent) generation of ideas, the round robin listing, serial discussion, and independent voting all increase individual participation.

Preparations for the NGT include:

* Individual assignments of participants to a specific workgroup for each of the three sessions. No changing of groups is permitted.

* Problem statements and thought activities to stimulate the thinking process.

* Voting sheets to be used in summarizing and prioritizing your individual and group recommendations.

A Facilitator is assigned to each workgroup. The Facilitator stays with the assigned topic for all three sessions. The Facilitator is there to keep the session moving, which is the only way closure can be reached in the minimum amount of time allocated for the process.

Idea Development

The first step in the process is independent generation of ideas. Each participant will have ten (10) minutes to review the assigned topic. During this quiet time, each individual prepares a card (provided for that purpose) with any problems or ideas he or she would like considered by the workgroup.

Example: How to fairly distribute training materials to all departments in the state
- or- (use new card)
How can we secure increased funds for training
- or - (use new card)
How can the quality of instructors be improved

Round Robin Problem Statements

The second step of NGT is to record the problems or ideas identified by the group members on a flip chart visible to the entire group.

The Facilitator will ask each participant for a problem or idea. This will continue until each participant has had a chance to transmit each problem or idea that he or she has written down.

Another period of quiet time, then (10) ten minutes, will be held. During this period, solutions to the problems or ideas listed on a separate card will be prepared by participants.

Round Robin Solution Statement

The Facilitator will once again go around the table and have each participant offer a solution until all solutions are offered.

THE PRODUCT OF THE FIRST PHASE IS A LIST OF PROBLEMS AND SOLUTIONS -

Serial Discussion for Clarification

Discussion of problems and solutions. During the first workgroup, a broad range of concerns for all identified problems are developed. In this first session, a foundation for the subsequent groups is prepared.

Clarification, modification and refinement take place at this point.

Preliminary Vote

The average NGT workgroup will generate over 25 items in the problem solution phase. Through serial discussion group members will come to understand the meaning of the items, the logic behind the items and arguments for and against the importance of individual items. The Facilitator will number each item.

Each member of the group will be asked to select from the entire list the five (5) items of most importance to them, their priority item. Each member of the group will then be given 100 points to allocate in increments of ten (10) as they see fit. The Facilitator will tally the vote with the five (5) items receiving the highest vote being the recommendations of the workgroup.

Reports

At this point in the session, one reporter will be selected. The reporter will prepare transparencies and report from them to the General Assembly.

Session Two and Three

Times will be adjusted for the previous activities in Sessions Two and Three. Following the preliminary vote further discussion will be permitted and reconsideration of the priorities in order.

If this occurs, a second and final vote will be necessary.

A Group Reporter will be likewise selected to render the Session Two and Three reports.

Workgroup Report Session

Facilitators will have five (5) minutes to present the group report.

Each subsequent group should build upon the foundation established by the first group. In addition to adding its problems and solutions, it can modify, refine or resequence the work of the previous group.

In summary, the process will provide five (5) major problem areas, and solutions for each topic area.

In the third series, each workgroup should select five (5) solutions and reduce them to statements of approximately thirty (30) words. It should also prioritize each of these solutions from one (1) to five (5).

Lobbying

If the topic of major concern to a participant has been drastically modified or dropped altogether, participants still have a chance to get their views heard. They should locate a group member for the next session which will discuss the topic and lobby their concern.

A-5

CONFERENCE PRIORITIES

As the conclusion of the reports and recommendations of the Session Three Groups to the entire assembly, each member was asked to select from the recommendations presented the five (5) most important items to them.

Once selected, each member was given 100 points to be assigned in increments of ten (10) to their five (5) items.

The vote of the group was tallied and is listed as part of their report.

CONFERENCE PRIORITIES

NUMBER			POINTS
1.	PROBLEM:	NFA/State relationship in the area of Program Development.	875
	SOLUTIONS:	Adoption of a Task Force report with application to Resident and Field. Greatest priority because of: * Need to bridge communication gap. * Need to eliminate redundancy. * Need for NFA to be a central clearinghouse and focal point.	
2.	PROBLEM:	Admissions - There is no clear-cut relationship between State Directors and NFA student selection and admissions process.	465
	SOLUTIONS:	* Develop student selection criteria in cooperation with and input from states. * NFA must be consistent in enforcement of admissions criteria. * NFA to provide State Directors with list of names of candidates tentatively accepted for courses.	
3.	PROBLEM:	There is a lack of a national examination system to evaluate candidates for the various National Standards.	430
	SOLUTIONS:	* That the NFA develop a bank of questions. * Have a computer generated examination from NFA covering each subject area. * Validate the examinations.	
4.	PROBLEM:	Need to identify the responsibilities/role of all agencies. Communication links between agencies. Problem of turf. FEMA philosophy. National state training priorities.	360
	SOLUTIONS:	* Support of governor. * Ad hoc committee. * Legislation * Federal support.	

5. PROBLEM: State Directors do not have an opportunity to meet and exchange concerns as frequently as needed. 355

SOLUTIONS:
1. Conduct regional and annual State Directors meetings.
2. Involve metros in regional State Directors meetings.
3. Needs assessment by NFA.

6. PROBLEM: Available technologies are not being utilized to exchange information between NFA and State Directors/State Directors and State Directors. 330

SOLUTION:
* Group teleconferencing through central computer network (assistance from NFA to establish network specifications and to implement - to include hardware necessary for each state). "electronic mail"

7. PROBLEM: Communications - There is a need for consistent, regular input and feedback system between NFA and State Directors. 320

SOLUTIONS:
* State Directors input into development of agendas.
* More systematic meetings with State Directors, frequently and foremat.
* Print-out of students attending NFA, status, courses attended and date of courses.

8. PROBLEM: Misunderstanding the roles and goals between FEMA and SFT. 250

SOLUTION:
* Communication should increase in both directions. FEMA - States. Regional seminars, FEMA awareness seminars and mutual interchange.

9. PROBLEM: Adjunct Faculty - There is a need to establish an Adjunct Faculty selection process to assure demonstrated professional expertise and instructional ability. 230

SOLUTIONS:
* Involve State Directors in screening and selection process.
* State Directors should receive timely notification of faculty selection and scheduling.

* ELIMINATE BIDDING PROCESS.

10. PROBLEM: Insufficient funds, in a majority of states, to support hand-off programs. 190

SOLUTIONS: State solutions:

* charge fee

* re-allocation of resources

Federal solutions:

* Feds provide student manuals

* Feds provide grants

* electronic delivery (teleconference, tapes, etc...)

11. PROBLEM: NFA/FEMA is not providing resources which they are in a position to provide to state fire training agencies. 185

SOLUTION: * Establish a resource dissemination system (on Pub Ed Model) for fire training. Resources - make available:

1) audio visual materials from resource course
2) research paper from Executive Development III
3) research papers by others
4) hand-off courses (more)

12. PROBLEM: There is not an adequate inventory of information resources. 170

SOLUTION: * Compile complete inventory of all available resources and develop a means of updating the material.

MINORITY REPORT:

Accessing information about students attending Resident Courses and Field Programs in other states.

SOLUTION:

Acceptance notification to states before delivery of course on campus. Transcript system such as print-outs of student rosters by state - quarterly is recommended.

13. PROBLEM: States need help in developing its own resources in order to enhance the delivery of hand-off courses. (Train-The-Trainer) 165

SOLUTIONS:
* NFA should assist in the development of state instructors.
* Start-up grants to give states time to absorb the impact.

14. PROBLEM: NFA has not made Resident Course materials available to the states.

SOLUTIONS:
* Develop courses in modules for easy access and use.
* Provide to states by special request:
  1) outlines
  2) visuals

15. PROBLEM: Instructional Materials - National Professional Qualifications Standards are not consistently being used in course materials development. 135

SOLUTION:
* Current and future NFA instructional materials should be cross-referenced to the National Standard.

16. PROBLEM: There does not exist a standard course of study for evaluators in the NPQS. 60

SOLUTIONS:
* NFA, in cooperation with state programs, develop a Train-The-Trainer hand-off package for evaluators.
* NPQ Board work with NFA and state programs in identifying the needs for a Train-The-Trainer package.

17. PROBLEM: FEMA has programs for which they need delivery systems. Fire Service Training delivery systems can help - if: 60

SOLUTIONS:
* Contract approach. FEMA:
  1) provide guidelines
  2) policies
  3) resources
* Contract keeps local and state politics out.

18. PROBLEM: State fire training reluctant to interact with FEMA. 40

1. State fire training gets lost in FEMA.
2. What is partnership FEMA/SFT?

SOLUTIONS:
* Focus should be on NFA/SFT relationship, not FEMA/SFT.
* In effect, SET UP CHAIN OF COMMAND.

19. PROBLEM: Train-The-Trainer - There is a lack of input from State Training Directors in planning process for development of hand-off courses. 40

SOLUTIONS:
* Involve State Directors in needs assessment for the development of hand-off courses.
* Conduct Train-The-Trainer courses for hand-off packages at the Regional/State levels.

WORKGROUP ASSIGNMENTS

SESSION I

TOPIC I	TOPIC II	TOPIC III
EVANS	AMABILI	ROYER
MONIGOLD	HOEY	THOMPSON
PAGE	MCDONAGH	AYERS
ALBER	ANDERSON	FRAGA
BRUMMER	BURKE	HERBERT
GROSSBACH	HAGLER	MCCLURE
JONES	LEWAND	SANBORN
PERKINS	PRENDERGAST	STEPHAN
STARK	STEVENS	WHARTON
WARREN	WEEDON	

TOPIC IV	TOPIC V
SANDFORD	GRENING
TRENCH	WESTHOFF
BACA	WILLIS
DREW	BOUGHTON
GILMAN	FARMER
HAGEVIG	GOODWIN
MCGARY	HOGLUND
SHAW	MCLAUGHLIN
THOMAS	SKYLANDER
	TYREE

SESSION II

TOPIC I	TOPIC II	TOPIC III
GRENING	EVANS	BROUGHTON
TRENCH	WESTHOFF	MONIGOLD
AYERS	BRUMMER	PRENDERGAST
ANDERSON	GOODWIN	BACA
FARMER	HAGEVIG	BRUBE
GILMAN	SANBORN	GROSSBACH
MCCLURE	SKLANDER	HOGLUND
WILLIS	THOMAS	MCGARY
SHAW	THOMAS	STARK
WHARTON		TYREE

TOPIC IV	TOPIC V
ROYER	SANDFORD
HOEY	THOMPSON
PAGE	MCDONAGH
AMABILI	ALBER
FRAGA	DREW
HAGLER	HEBERT
JONES	LEWAND
MCLAUGHLIN	PERKINS
STEVENS	STEPHAN
WARREN	WEEDON

SESSION III

TOPIC I

ROYER
HOEY
WEEDON
BACA
FRAGA
HAGLER
LEWAND
SANDFORD
STEVENS
TYREE

TOPIC II

MCGARY
THOMPSON
PAGE
BOUGHTON
DREW
HEBERT
MCCLURE
MCLAUGHLIN
STEPHAN
WARREN

TOPIC III

GRENING
TRENCH
MCDONAGH
ALBER
FARMER
GILMAN
JONES
PERKINS
SHAW
WILLIS

TOPIC IV

EVANS
WESTHOFF
AYERS
ANDERSON
BRUMMER
HOGLUND
PRENDERGAST
SKLANDER
WHARTON
GOODWIN

TOPIC V

AMABILI
MONIGOLD
BURKE
GROSSBACH
HAGEVIG
SANBORN
STARK
THOMAS